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ABSTRACT

The way that socialization, via role modeling, can be enhanced in professional education is discussed, and 10 class assignments are used to illustrate teaching methods for enhancing role modeling, based on a course on women in administration at The University of Texas at Austin. Among the objectives of the course assignments are the following: to provide students access to female role models who represent high levels of achievement in work settings; to enhance knowledge of socialization structure operative in work settings; and to convey a philosophy of role modeling as a framework for role learning (i.e., democratic role modeling versus a paternalistic/maternalistic framework). The 10 assignments place particular emphasis on establishing female/female role modeling relationships in professional, educational, and work settings. The following materials for the assignments are presented: family history questionnaire, a group task assignment involving the identification of 10 mistakes parents make that have detrimental effects on their daughters; information on resume writing; case vignettes illustrating organizational politics; a job evaluation form to be administered to a high ranking woman in an organization; questions to present to all-male and all-female panels recording their careers; a list of some types of role conflicts related to life styles; instructions for developing a new organizational design using "management by objectives" concepts; forms for gathering organizational histories as viewed by two employees of an organization; and a guide to a field assignment which involves matching a student with a role model, or woman presently in an administrative role, and allowing the student to interview and observe the role model. An outline of course content is included. (SW)

ED223145

EDUCATIONAL STRATEGIES FOR LEARNING TO LEARN FROM ROLE MODELS*

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ABSTRACT

Socialization, via role modeling, can be enhanced in professional education through coursework. Ten class assignments are used to illustrate teaching methods for enhancing role modeling. The illustrations are drawn from a course on "Women in Administration."

Paper presented at the American Psychological Association Annual Convention. Washington, D.C.: August 23, 1982

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EDUCATIONAL STRATEGIES FOR LEARNING TO LEARN

FROM ROLE MODELS

In modern American life, it is bec ming socially unacceptable to hold or verbally express racist or sexist attitudes and yet such attitudes, with strong historical strength, are difficult to change in human nature. Discrimination is often covert and subtle in institutions, yet institutional racism/sexism can present major barriers to mobility (Knowles, 1970). Even when individuals justifiably feel that they and their fellow managers and workers hold no personal prejudices against minorities or women, real barriers to job mobility may still be present with no personal prejudice operating. Some examples of structural barriers that may operate are listed below:

1. Racial and cultural minorities are often subject to testing for selection wherein irrelevant criteria unrelated to job performance are applied. Cultural biases may tend to favor white/Anglo applicants. For example, in an organization with few women at the top, women applicants can be at a disadvantage if items on tests or other selection methods are such that only an insider could respond appropriately. Where personal references and interviews count, women may be at a real disadvantage.

2. Many minorities and women lack access to the informal "training" system of an organization (unlike their white male counterparts). Thus, as the jobs become more subjective in content (e.g., the higher they go in the organization), they often lack peer advocates or informants and find themselves outside the social system that leads upward.

3. Minority mobility is often stunted due to assignments to non-line jobs. "EEO officer," "Special Assistant to the Chief," and other similar titles are often dead-end positions to upward promotion even though, on the surface, they are managerial positions.

4. Organizational decision makers may tend, overtly or covertly, to apply higher standards to minorities and women than they do to Anglo males. An Anglo male employee who performs at a high level is seldom referred to as a "credit to his race." Women and other minorities who misperform are still seen as casting a negative light on all other persons of their race or sex. A woman who has "goofed" is not as easily forgiven.

5. To the extent that seniority influences promotion, minorities and women, who are generally newer to the organization, are overtly discriminated against.

While any or all of these factors as well as others may be present in any type of organization, they are particularly harmful to the effective functioning of human service organizations, those agencies dealing in the "people business." In part, this is because women and other minorities make up a disproportionate percentage of the consumer population of such agencies. If it is accepted that a need exists for many clients/claimants (Richan, 1973) to be served by a worker of a similar race or sex, women and other minority workers also need role models higher up in the organization who are hopefully more sensitive to the special concerns and stresses experienced by their counterparts at lower organizational levels. If a pool of minority workers is not available for selection or promotion in the organization, or minorities who are present find themselves continually passed over for promotion to higher levels of organizational decision making, then staff morale will likely suffer and client antipathy can result (Kadushin, 1970, Serrano and Gibson, 1973).

Max Weber referred to one's preparation for professional leadership positions as one's charismatic education. Charisma, was defined by Weber, "as a certain quality of an individual personality by virtue of which

he is considered extraordinary and treated as endowed with supernatural, superhuman, or exceptional powers or qualities." (as quoted in Schweitzer 1974, p. 151) The professional aspiring to leadership positions must go beyond his/her formal education and involve himself or herself in the particular socialization structures necessary to career advancement and development of "charisma." These processes are informal and usually involve specialized knowledge that is transferred through "old pros" to younger colleagues in a mentor-type system. Such "charismatic" competence is created by a process of exposure to specialized tasks in a supportive environment wherein role models (mentors) can be observed at close range and where feedback is provided. Graen and Cashman (1975) have studied this process utilizing field research techniques, and have developed a "vertical dyadic linkage" theory with which they attempt to account for differential subordinate development. They propose a leadership behavior model different from two more traditional approaches, which they term the "average leadership style" model and the "mixed" model. The average and mixed models describe administrative behaviors as a set of patterns stylistic for a particular supervisor and applied in a uniform manner to all subordinates. Often the style is described as some balance of concerns for production/people or consideration/initiation of structure. Both of these models assume uniformity of leader behavior and thus, are only distinguishable in terms of method of measuring impact (on an individual or group basis) with respect to subordinates. The model proposed by Graen and Cashman,

> "differs from its predecessors in that it assumes heterogeneous behaviors both from the supervisor and unit member. Unlike the 'average leadership style' approach, the 'vertical dyad linkage' approach does not assume that supervisory behavior is consistent across unit members nor that member reactions to it are essentially the same. The unit is not the appropriate level of analysis for this approach. Unlike the 'mixed model' this approach does not assume that leader behavior is merely a perceptual variable operating solely within the heads of unit members. Further the present approach does not assume that these perceptions, analyzed at the individual level, allow interpretation back to the supervisor's style of behavior. Rather, the present approach assumes that supervisors may act differentially toward unit members and that these members may differ in their reaction to him. The appropriate level of analysis is not the work unit nor the individual, but the 'vertical dyad' (page 8)."

The authors report the results of a field experiment supporting the vertical dyad model. They provide data to indicate that only 15 percent of the administrators studied managed all subordinates in a manner consistent with the assumptions of the earlier models whereas 85 percent differentially managed subordinates. Managers tended to differentiate subordinates along what the authors described as an "ingroup-outgroup" dimension.

> "With only some of their subordinate managers, leaders attempt to develop special exchange relationships which transcend the formal employment contract. All subordinate managers so selected may or may not accept such a special exchange relationship. But, those who do consummate such an exchange, promise to develop into members of the "trusted" ingroup of the leader. In contrast, those who either are not given the opportunity or who decline the opportunity of the special exchange become members of the outgroup of the leader. Thus, the unit becomes differentiated over time into two distinct subgroups--an ingroup and an outgroup (page 11)."

The outcome is a special exchange relationship between leader and ingroup subordinates which goes beyond the formal relationship. In the exchange

between leader and followers the leader uses positional resources to differentiate among subordinates. Formal approval from higher officials to exchange these positional resources is not necessary as it is for contractual arrangements, such as, salary increases, promotions, and the like. What positional resources does a leader possess that are of value to subordinates?

a. task assignments, especial non-routine tasks,
b. necessary information,
c. support and a personal relationship,
d. intervention to alter the consequences of a subordinate is actions,
e. opportunities for participation in decision making, and
f. visibility.

How can a subordinate respond to reinforce the exchange? He/she can reciprocate with:

a. time and energy,
b. greater responsibility and risk taking,
c. concern for the success of the entire unit or organization, and
d. loyalty and support of the leader.

Graen and Cashman's field studies indicate that "In-group members receive(d) greater latitude in their roles, more inside information, greater influence in decision making, stronger support for their actions and more consideration for their feelings. In addition, ingroup members receive(d) higher performance ratings from their respective superiors..."

(page 19). If differential socialization of various subordinates is a reality in modern organizations then knowledge of the inner workings of such systems would facilitate women's access to high level leadership positions.

Effective task performance is the essence of competence. To be considered for employment or promotion, for instance, there is always some consideration of whether individual "A" can perform tasks "X, Y, and Z." Somewhere along the line an individual must learn how to do what must be done. Is there any doubt that leaders can provide their select proteges with greater opportunity to acquire these skills necessary to professional development? It is within the experience of most of us that consciously or unconsciously, trusted subordinates are groomed for "greater things" primarily through specialized opportunities including opportunities for close observation of role models, practice and feedback. It is likely that differential task structuring is a primary process responsible for institutional sexism/racism. The literature on women (Epstein, 1970), as one subgroup often excluded in the informal ingroups at higher organizational levels, suggests that women are often impeded in advancement because of the following task assignment differences. Women are purportedly more often assigned low visibility tasks, non-ambiguous tasks, maintenance (versus instrumental) tasks, tasks requiring little interdependence with other co-workers in the work setting (perhaps especially few interdependent tasks with the leader), tasks less relevant to higher level job requirements (perhaps these could best be termed non-transition tasks), non-persuasive tasks, low stress tasks, inappropriately difficult tasks, routine tasks (as

opposed to creative, non-routine tasks), and tasks with less direct feedback possibilities (especially tasks where knowledge of results is independent of group opinion and approval). These kinds of task differences may result in the differential rates of development of professional competence. Task structuring guided by the leader should, if Graen and Cashman are correct, operate to differentiate all subordinates both male and female and different leaders may be quite different in the degree to which tasks are differentially structured for various subordinates (and whether sex and race is or is not part of this differential subordinate structure). Furthermore, women may have little opportunity to observe insiders perform critical tasks. In other words, key role modeling opportunities may be offered only to those selected by power brokers of the organization. If this is the case, then we need to better prepare women to take advantage of and indeed create their own opportunities for role modeling in work settings.

CAN WE IN EDUCATION PREPARE WOMEN FOR ROLE MODELING OPPORTUNITIES IN THE WORLD OF WORK?

From my experience the answer is yes. Women's studies courses are popular on campuses as never before. Perhaps this is partly due to the fact that now for the first time women students out number men in institutions of higher education. Women appear eager to learn and are especially interested in learning experiences which enhance job prospects. Furthermore, women are motivated to learn from other women. They want to hear how other women have coped with the common problems experienced by most working women.

They also want to see women (and men) perform (model) complex tasks. They want to see models who are successful and also supportive, even encouraging. Too often higher level job models have been remote, mysterious and unsympathetic to women's aspirations. For these reasons, I have focused on role modeling as important to women and have emphasized it in graduate instruction. Teaching strategies I have used to teach about role modeling are described in the next section. The course entitled, "Women in Administration," was the vehicle. I have utilized a team teaching format as part of the role model strategy.*

Women are in particular need of seeing women work together as a team. Team teaching is an excellent way to send the message across that women can work together effectively even in an arena noted for its ego trips and prima donnas (graduate teaching).

EDUCATIONAL OBJECTIVES

I have tried to accomplish the following through course assignments:

1. to provide students access to female role models who represent high levels of achievement in work settings,
2. to help students learn how to observe role models more effectively,
3. to introduce students to concepts about role modeling in order to enhance knowledge of socialization structures operative in work settings,
4. to motivate students to consciously seek out role models,

* Special thanks are due to Meg Gerrard, June Oliver and Peggy Kruger for their most valuable contributions as co-teachers in the various years I have taught the course with each.

5. to convey a philosophy of role modeling, best described as "democratic role modeling," as a framework for role learning (in contrast to a paternalistic/maternalistic framework).

Role Modeling is often assumed to involve an informal and almost mystical process. As a result, the idea that one can formalize the educational process of the modeling relationship is rarely considered and acted upon. In contrast to this prevailing view, this presentation proposes that role models and potential modelers, themselves, can learn to enhance role modeling relationships when opportunities arise for such relationships in their careers. An underlying assumption is that the effectiveness of role model relationships varies as a function of how the two persons in the situation approach the relationship, the degree to which they are cognizant of its forces, and the extent to which they understand the psychological factors involved. It is further assumed that "learning to learn" how to role model or how to be a role model is possible.

Ten teaching assignments designed to enhance knowledge of the role modeling process, appropriate to education or job settings, follow. These methods used in the course, "Women in Administration" can certainly be adapted to other content areas. The assignments place particular emphasis on establishing female/female role modeling relationships in professional, educational and work settings. Because women have few female role models available to them in administration, it is particularly important to develop in women an awareness of the potential for positive modeling relationships when available and how to "make the most" of these opportunities.

The selected class assignments with materials are attached and briefly described. Appendix A presents an outline of the type of content covered in the course so that the 10 specific assignments can be placed within the context of the course.

I

FAMILY HISTORY

The following questionnaire is completed as homework. In class students work in small groups of three.

INSTRUCTIONS

Take each person in turn. The "historian" should remain silent while the other members of the group identify:

a. important early life role models.

b. areas of possible role conflict or "messages" about roles that may have been conveyed in this person's early life.

c. special skills or opportunities for learning from role models in this person's history.

Then the historian can clarify and give own perspective. (Repeat for second and third member of group.)

FAMILY HISTORY QUESTIONNAIRE

1. Name _____

2. Date of Birth _____

3. Position in birth order _____
only oldest middle youngest

4. Number and sex of siblings (list)

_____

_____

_____

_____

5. Age of parents at your birth: mother _____ father _____

6. Father living _____ Date of death if appropriate _____

Mother living _____ Date of death if appropriate _____

7. Circle any adjectives that describe your parents:

Mother	Father
aggressive	aggressive
compliant	compliant
dominant	dominant
forceful	forceful
passive	passive
confident	confident
diffident	diffident
submissive	submissive
retiring	retiring
directive	directive
dependent	dependent

8. Which of your parents do you consider yourself to be most like? _____

Describe why. _____

9. How satisfied are your parents with themselves and their lives?

Mother	Father
very satisfied	very satisfied
moderately satisfied	moderately satisfied
slightly satisfied	slightly satisfied
slightly dissatisfied	slightly dissatisfied
moderately dissatisfied	moderately dissatisfied
very dissatisfied	very dissatisfied

10. Check the employment history of your mother.

_____ Never worked

_____ Worked part-time some of my early childhood (before 6)

_____ Worked full-time some of my childhood (before 6)

_____ Worked part-time all of my childhood (before 6)

_____ Worked full-time all of my childhood (before 6)

_____ Worked part-time after I reached school age

_____ Worked full-time after I reached school age

11. Type of employment and position of your mother _____

_____

Why did she work? _____

_____

12. Check the employment history of your Father.

_____ Never worked

_____ Worked part-time some of my early childhood (before 6)

_____ Worked full-time some of my early childhood (before 6)

_____ Worked part-time all of my early childhood (before 6)

_____ Worked full-time all of my early childhood (before 6)

_____ Worked part-time after I reached school age

_____ Worked full-time after I reached school age

13. Type of employment and position of your father _____

_____

Why did he work? _____

_____

14. Did any of the female family members of your grandparents' generation work full-time? Of your parent's generation? _____

_____

_____

_____

15. List the careers of male members of your family (including uncles, brothers, etc.) _____

_____

_____

_____

16. List the careers of female members of your family (including aunts, sisters, etc.) _____

_____

_____

_____

17. Did any family member, friend or member of the community influence you positively as a child or adolescent? _____ Was it a male or female? _____ Describe why. _____

_____

_____

18. Do you think you are like that person in any way now? _____

How? _____

_____

19. Rank order the following in terms of the degree they were valued and emphasized in your upbringing?

_____ educational achievement

_____ employment

_____ Athletics

_____ extra curricular and club activities

_____ social activities

_____ cultural activities

_____ home and household tasks

_____ sewing and hand work

_____ cooking and entertaining

20. Which parent assumed most responsibility for supervising your activities?

_____

_____

21. What was your favorite book or book series when you were a child?

_____

22. Did you have a male elementary school teacher? _____

_____

23. Describe the one teacher you had in elementary or high school who influenced you the most. _____

_____

24. Describe your leadership/participation level in high school (circle):

high medium low

25. Comparing your leadership/participation levels in high school and college would you say they (circle):

stayed the same decreased in college increased in college

26. Describe leadership experiences most valuable to you. _____

_____

27. Describe your own employment history briefly: _____

_____

_____

_____

28. Describe work experiences most valuable to you. _____

_____

_____

_____

29. How satisfied are you with yourself and your life?

Self

very satisfied

moderately satisfied

slightly satisfied

slightly dissatisfied

moderately dissatisfied

very dissatisfied

30. What is your most important life career goal: _____

_____

_____

_____

_____

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II

PARENTING PRACTICES

The following is a group consensus exercise. Small groups are given the task and present an oral report of their conclusions. Half of the groups discuss daughters. The other groups have the same instructions but sons is substituted in line 4. After all groups report, differences and similarities of the lists for daughters and sons are identified. Underlying attitudes about "bad modeling" are likely to emerge in the discussion.

Group_____

GROUP TASK ASSIGNMENT

Psychological studies have shown that parental influence is a major determinant of the behavior and personality of the individual. What are the mistakes parents make which have the most detrimental effects on their daughters? Identify 10 mistakes and rank order them from 1 to 10, item one representing the most serious mistake, item two the second most serious mistake, and so on through to 10. Be sure that each item is clearly written. Try to be specific. Your group should be in concensus regarding the list of items and the ranks.

ITEM RANK		ITEM
Most Serious	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
Least Serious	10.	

III

RESUME WRITING

Review the attached and then study some organization in town. Find out as much as you can about the particular goals, financial status, personnel, products, and services of the organization. Then write a truthful resume (a) for yourself that emphasizes how you would be of value to the organization you studied, or (b) for a classmate emphasizing how she would be of value to the organization you studied (you will, of course, need to get pertinent information from your classmate). Can you think of a way to utilize a network or a role model to help you find out what you need to know?

Job Hunting Aids: THE RESUME

WOW resume theory is based on practical wisdom acquired through eight years of experience working with thousands of women and employers in a variety of settings--at the WOW Information Center, in conferences planned for special groups or needs, in career guidance courses, and in upward mobility programs. Using a wide variety of resources, WOW has developed resume techniques that applicants and employers tell us are effective in helping employers assess job applicants and in helping applicants secure first a job interview and then the job.

Purpose: The purpose of the resume is to describe your life experience to best advantage for the business or professional work you want to enter. You want to tell the prospective employer just enough about your qualifications to make him/her want to know more and interview you.

The resume should tell three things about you: 1.) Where you've been--your experience and education; 2.) what you want--your career objective; 3.) where you can be reached--your name, address, and phone number.

Resume Conventions. Resumes usually succeed best if they follow these general rules:

1.) The resume should be typed on 8½x11 inch paper and photocopied or printed. Never use carbons.

2.) Make your resume brief, clear, and concise. At WOW we think the one-page resume is best for most people's experience. It will help you select and limit your material. Try not to exceed two pages at the most. If in doubt, leave it out!

3.) Group information in logically organized blocks; leave enough white space. Experiment to produce readable format.

4.) In chronological or general resumes, list your employment experience and education in reverse order (your highest degree or most recent job experience first).

5.) Use as many action verbs as possible. Omit personal pronouns where possible.

6.) Double-check for typographical errors and mistakes in grammar. Errors in detail may suggest to a prospective employer that your work is careless.

Format or Style. There are two basic styles of resume writing:

1.) General or chronological -- in which you treat each job or educational experience separately, working back from your most recent job. Under each, you list the functions you performed. The chronological resume is most frequently used by persons with extensive uninterrupted work experience, usually in the field in which they seek employment.

2.) Functional -- in which you group your experience and training into functions or areas of competence. It works well for career changers, persons with limited paid employment experience, and for persons with discontinuous careers, therefore for many women.

- When should you use it? When you want to sell yourself in terms of functions you can perform well; when your chronological work experience doesn't support your job objective; when you want to de-emphasize dates; when you want to highlight significant volunteer work.
- What functions should you list? Skills and accomplishments that relate to the job for which you are applying. Under each major category you should list qualifications that logically support your job objective.

WOW Recommends Omitting:

1.) Names and addresses of references. These can be supplied at the interview. Simply say: "References available on request."

2.) Salary information, unless you feel that it helps establish your qualifications range.

3.) Personal data, such as age, marital status, height, weight, etc. Let the prospective employer consider you solely on the basis of your qualifications. It is illegal to include pictures or indicate race or national origin.

WOW Recommends Including:

1.) A generally stated job objective. Be careful not to narrow it so much that you disqualify yourself from jobs that might appeal to you.

2.) Unpaid experience as well as paid employment if it is significant, professional, pertinent. Do not segregate it from paid employment if the level of work is comparable.

Cover Letter

A resume should never be mailed without a cover letter explaining your reason for submitting the resume. The cover letter should serve as an introduction, and can be used to highlight certain qualifications or objectives you may have for this job, which may not be readily apparent in the resume.

Reproduced from Women's Work, Jan. 1976, Washington Opportunities for Women

IV

CASE VIGNETTES - ORGANIZATIONAL POLITICS

These vignettes can be used in a number of ways. For example,

a. Interview three male and three female role models of your choice. Is there a difference in how the men and women would attempt to interpret or try to solve the problems illustrated in the cases?

b. Read each case and then discuss in small groups, how to deal with each problem by:

   -- using a network or mentor

   versus

   -- going through formal channels

c. What managerial skills did the women in each case have and which skills were lacking? Be specific! How could the lacking skills be learned? Would a role model be helpful in learning the skills?

FRANCINE

Francine has an impressive title, a fancy office, and an elegant engraved business card announcing her executive position in the human resources department of a Wall Street financial institution. When some two dozen female employees filed a class-action sex discrimination suit in federal court, she dismissed them as malcontents and incompetents, unqualified for promotion and disloyal to their employer. Not long afterward, her department was radically overhauled, and she expects to go next as she has no supporters, male or female.

From Harragan, L. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Warner Books, Inc., 1978, 19-21.

HARRIET

Harriet was an account executive at an expanding advertising-public relations agency where she devoted herself to building a tiny consumer product account into a major contributor to her agency's growth and income picture. She was rewarded with constant praise, merit raises, and complete autonomy on her account. After twenty-two years, the account was involved in a corporate takeover and left the agency. She was stunned beyond belief when she was unceremoniously fired by the agency she helped build and is too despondent to recoup her shattered self-esteem.

From Harragan, L. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Warner Books, Inc., 1978, 19-21.

EUNICE

Eunice has a senior position in the auditing department of a multi-national conglomerate, achieved after twenty years accumulating diversified experience in prestigious firms. She can't get excellent evaluations of her work because her immediate supervisor gets barely passing evaluations by his boss. Most of the time he can't even judge the quality of her work, but when he does give her glowing reports, nobody believes it because he has no credibility at upper levels.

From Harragan, L. Games Mother Never Taught You: Corporate Gamesmanship for women. New York: Warner Books, Inc., 1978, 19-21.

SUZANNE

Suzanne is a research supervisor with an extraordinary grasp of interviewing, analytic, and validating techniques. She takes her work very seriously and follows reports right through to the final proof-reading. She has attended assertiveness workshops and become an expert at persuasion tactics to gain the added help or deadline extensions needed to produce award-winning studies. Nevertheless her confidence and self-esteem are slowly diminishing as the choice projects in her area are assigned to other supervisors who regularly produce inferior or imcomplete final reports.

From Harragan, L. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Warner Books, Inc., 1978, 19-21.

EDNA

Edna is a cum laude Harvard graduate who entered the management training program of a major bank along with nine men. In the second year of the program she found herself settled into a branch office handaling personal checking accounts while the men were located in various sections of the commercial operations and had progressed several notches above her in status and salary. When she complained about being sidetracked, she was told there were two different training programs and since she hadn't specified either one, she was naturally funneled to the division where her ability to get along with female customers would be most useful.

From Harragan, L. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Warner Books, Inc., 1978, 19-21.

V

The following is based on Rosabeth Kanter's ideas regarding job power (see Men and Women of the Corporation. New York: Basic Books, Inc., 1977). The assignment is to pick a very high ranking woman in an organization and ask her to complete the form. Then compute the total score and discuss with her the aspects of her job that contribute to high power (areas where she circled 5's on the scale, for example). Is she aware of how these areas contribute to job power? What is her theory about organizational power?

JOB EVALUATION

Please rate the job you now have on each of the items below. Rate according to the following scale by circling the appropriate number:

5 = Extremely characteristic of my job

4 = Somewhat characteristic

3 = Neither particularly characteristic nor uncharacteristic

2 = Somewhat uncharacteristic

1 = Not at all characteristic of my job

- There are few rules inherent in my work	5	4	3	2	1
- I have few predecessors in this position	5	4	3	2	1
- There are few established routines which I must follow	5	4	3	2	1
- The variety of my tasks is great	5	4	3	2	1
- My work entails few rewards for reliability and predictability	5	4	3	2	1
- My work entails many rewards for innovation and unusual performance	5	4	3	2	1
- I can exercise considerable flexibility in the use of people	5	4	3	2	1
- I rarely need approvals for nonroutine decisions	5	4	3	2	1
- My physical location in the organization is central	5	4	3	2	1
- My job activities receive high publicity	5	4	3	2	1
- My tasks are central to current problem areas facing the organization	5	4	3	2	1
- The focus of my tasks is outside the work unit	5	4	3	2	1
- My contact with other people on the job is high	5	4	3	2	1
- My contact with senior officials is high	5	4	3	2	1
- My participation in programs, conferences, and meetings is high	5	4	3	2	1
- My participation in problem-solving task forces is high	5	4	3	2	1
- The advancement prospects of my subordinates are high	5	4	3	2	1
- I have many subordinates answering directly to me	5	4	3	2	1

TOTAL _____

VI

PANEL OF MEN/WOMEN
ROLE MODELS

One week arrange for an all male panel to make a class presentation. The following (or preceding) week arrange for a female panel. Instructions for the panels are mailed out in advance. Usually a panel of 3 or 4 works best.

Women in Administration
Panel Presentation Mar. 3, 1977
SWB 108 9-12 a.m.

As a panel member you will have about 20 minutes to present your material about yourself and your experiences as an administrator. Following the 3 presentations by women managers open dialogue with the students will be encouraged. This discussion will be confined to about 45 or 50 minutes. At the conclusion of the discussion we will take a break and you may leave. The briefing of the experience will be done with the class during the last hour.

These are the questions and issues which we would like you to address during your presentation.

1. Describe briefly your career history.

2. Discuss the important milestones, or events or persons to which you can attribute some of your career accomplishments.

3. Discuss your perception of your problems and successes in a management position.

4. What pitfalls should an aspiring female manager be aware of?

5. What strategies do you recommend for promoting career goal achievement of aspiring female managers?

VII

LIFE STYLES

All life styles present role conflicts. A good way to identify them is through forming groups in class that are homogeneous in terms of life style. Have the groups identify:

a. Major conflict areas they experience as a result of their life style?

b. What strategies can they share with their peers?

Example answers from one class are attached.

NAME _____

Life Style Matching

Name _____ Age _____

Occupation _____

Household responsibilities regarding other adults. Check one:

_____ Living with spouse/mate. If dual-career, what is his occupation? _____

_____ Living alone.

_____ Living with roommates or family members.

Responsibilities regarding children:

_____ How many you have. Ages _____

_____ How many live with you.

_____ If no children, but planning them, at what age would you like to have your first?

Role Conflicts

Group #1 Young, Married, No Children

Career-Feminine Role Conflicts
1. Guilt as to self-sacrificing husband (25/75 not 50/50)
2. Housework guilt "I should be..."
3. Allowing male to clean
4. Sexual approaches by professional males
5. Increase shyness for approaching careers
6. Will future pregnancy affect careers?
7. Pressure to have babies by age __x__
8. Can I be mother-wife and have a career?
9. Super woman image
10. Parental disapproval
11. No models to help define dreams
12. Free time/arranging schedules
13. School work vs. time with husband
14. Liking job, being more satisfied than husband
15. Don't want to move/husband to move from his job
Women usually make concessions

Things that Ease Conflicts
Sensitivity of husband
Strong Ego - not threatened
Encouragement
Moderate ambition
Support of women
Going away having time to work it out
Don't want career to control life
Tastes/likes that complement
Shared dreams, working together
A husband who's grown up

Group #2 Young, Mature, Married or Divorced, with Children

Time management
1. Sick child vs. other responsibilities
2. Money-paying for child care
3. Babysitting problems
4. No time for personal interests - leisure
5. Guilt for not enough attention to child; tired at the end of the day
6. Husband needs time - conflicts with time for self
7. No time to develop relationship with man (divorced woman with child)
8. Hard to bring husband to social events related to your job/education; yet at a loss to miss such events in developing socially/politically
9. Social events - conflict area for both husband and wife
10. Must study late at night while child is sleeping
11. Must do housework also at night
12. Breastfeeding baby, sick child, internship, need to be three different people at once.
13. No time to get to schoolwork, reading falls down; too tired

5. No time for recreation; wasting life with work?
6. No time for husband; feel guilty
7. Worrying about child when you're out for an evening. Tense to get home.
8. Conflict between older children and baby - jealousy
9. Having conflicts between care taker of child and mother
10. Conflict between mother-in-law and mother - not following her pattern
20. Tied down in terms of career
21. Travel, public relations
22. Sleep - getting behind in viscious cycle
23. How to limit yourself in terms of what you can accomplish
24. Coping with sick child and father

Group #3 Middle Aged, Single, No Children

1. Pushed by others into what they think you should do; support system not congruent with your dream
2. Reach certain age; when are you going to get married? (failure of parents' dream pick up vibes)
3. Guilty about not giving grandchildren
4. Forced decision; career vs. mother/wife/marriage conflict; yours or his (this is riskier) Crisis - which way - can't picture yourself in administrative position and family and marriage
5. Role with other women; uncomfortable
   marriage; not as free
   - stereotypes; irresponsible, swinging single
   - can't talk about your problems - yours not as complex
6. Men - available men younger, different education or alimony (damaged goods) or older and not available
7. Tend to become friends with certain type - single (or divorced)

What's wrong with you?

8. Single connotation -
   1. single - available - make passes - exploited - resented
   2. not typical woman - what's wrong with you, gay? - horrible problem
9. Have to have a man - company and protection - mother/grandmother
10. Double messages - speak words, but when you observe actions, its different
    Marriage is great - or falling apart
11. Because of what you've seen, rejection or fear of marriage and close relationships with men
12. Children
    do - too old to have children? Single adoption - may adopt rather than incubating a child
    don't - decision - don't want children - resolved
13. Failure in relationship with male. Conflict - depressed. Is it my fault?
14. Forced marriage - shouldn't happen - messed up - dump on self
15. Feel funny going some places - single, middle aged - Church - don't go places by self. Singles bar, restaurant - when by self, picked up - you distant - what's wrong with you?

Group #4 Late Mature, Married with Children

1. Husband not supportive of dream, conflict with husband who is not supportive of dream perhaps delayed already for a long time
2. Mentor a man = a conflict with husband
3. Dream changes as accomplish earlier goals. Family may not accept new goals
4. Conflict when women of our age can be in a position of authority to make change - takes big leap to be an administrator
5. Not invited to be in social situation where decisions are made after work
6. Peer group conflict. Hard to get peer group support as administrator. Often lack female as well as male peer group support for moving into authority positions
7. Conflict of not both being mobile. Important in getting ahead - to be mobile-move around.
8. Added time and financial demands by older parents
9. Time - scheduling time
10. Conflict on what jobs are supposed to be assigned to wife and husband father-mother
11. Conflict to be a student - too old
12. Older student speaking assertively to teacher
13. What we are expected to do - in mother role, often transferred to work role
14. How to supervise people older than you
15. How to supervise younger males who don't like to work for a "mother-like" figure
16. Conflict in role in community - what they expect of female. Never asked to take community job of responsibility
17. Conflict in social role when you take a role in society that is not acceptable to your peer group. Open to sexual advance.

C.S.S.18. Contamination of our women - "Don't talk to my wife."

19. Social role conflict to be in certain roles that are not acceptable to peer group
20. Social scrutiny:
    1. Will your family life suffer? Family closely scrutinized to see.
       Guilt conflict: how will children be affected? When they are older did your earlier working effect the children's problems?
       Guilt about not spending enough time with children now growing or gone
       Conflict as to how to be example as role model; how to be an example without glamorizing past - need to give an accurate picture and be helpful
21. Social Isolation - difficult to find other women to talk to. Peer group isolation.

VIII

This exercise requires students to design a new organization to carry out specific tasks using management by objectives. Groups work on a design in class and then present it. This gives students practice in presenting their ideas about organizational goals and structure. It is not uncommon to find weaknesses in the designs. More importantly, the next part of the assignment is to select a "job" in the organization for each group member. The groups are asked to give a rationale for their "personnel selections." Usually, this is based on experience and education, the "easy criteria" all employers fall back on. Interestingly, few of the students want the "top" job. Why?

ORGANIZATIONAL DESIGN EXERCISE[1]

Instructions: The purpose of this exercise is to develop an organizational design utilizing the concepts of "Management by Objectives." You have read background material on this topic and now you are to apply your knowledge in order to design a governmental agency which has been assigned several broad goals by the state government. Your group is to develop and illustrate by an organizational chart the plan for an agency which you believe would be best designed to accomplish the goals. You are free to elaborate and add as much detail to the design as you want. You should indicate how you would organize the work to be done by assigning organizational divisions specific functions (tasks). You should also indicate by your chart what the power relationships are between divisions and the important formal communications channels that you think would be necessary. Also indicate important managerial positions you think would be necessary to administer the agency. At this point don't worry about money. Assume you have enough.

The ORGANIZATIONAL GOALS for the Youth Summer Work Bureau

(1) to place approximately 70,000 disadvantaged youth into summer employment this year,

(2) to insure that the jobs established for youth relate to their long range educational and employment aims,

(3) to test the feasibility of establishing a permanent agency of this sort for all youth, and

(4) to stimulate employers to assume initiative for creating more job opportunities for youth year round.

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[1] Martha Williams, June Oliver and Meg Gerrard, UT School of Social Work, Summer, 1975

IX

Choose two people in the same organization. Get their historical perspective of their organization. Note key events or incidents on the chart. One valuable contribution of role models or mentors is just this kind of vital information about the organizations' history.

ORGANIZATIONAL HISTORY

as of

_____

(date)

Key Events in the Areas of

Approximate Dates	Leadership	Organization Structure	Technology		

ORGANIZATIONAL HISTORY

(continued)

Key Events in the Areas of

Approximate Dates					

X

ROLE MODEL OBSERVATION AND PAPER

This assignment matches a role model in the community to a student in the class. A list of role models is handed out in class. Students express a preference and then I send a letter of introduction. Two letters and paper outlines are attached illustrating longer and shorter assignment options for this exercise.

Name _____

ROLE MODEL CHOICE FORM

List in order of preference at least three individuals from the role model list that you would like to observe. We will try to assign you one of your choices.

Do not attempt to contact any of the persons listed until you have been given a definite assignment.

YOUR LIST OF PREFERENCES:

EXAMPLE LETTER OF INTRODUCTION

Dear _____:

Each semester I teach a course, "Women in Administration," for graduate students at the University of Texas. The students represent an interdisciplinary group pursuing studies in fields geared to administration (e.g., Educational Administration, Nursing, Social Work, Library Science, Business, Special Education, Educational Psychology, etc.). A significant assignment in the ccurse involves matching each student with a "role model," a woman presently in an administrative role. The student is required to interview, observe, and generally get to know her role model during the course of the semester. I ask that the student spend approximately 12 to 16 hours with her role model or the role model's colleagues in the setting within which the role model works.

I would like for this letter to serve as an introduction to _____ who has requested that you serve as her role model this semester. Please let her know when she calls whether or not you wish to serve as her role model this semester. The students, I should underscore, find this experience extremely worthwhile and I would truly appreciate it if you can serve as the role model for the above named student. Her career goals and educational degree program are as follows:

Career Goals:

Educational Degree Program:

One aspect of the role model assignment is that the student write a report of her role model experience. The student is to use a fictitious name in the report, but is required to give you a copy at the end of the semester. I have asked the students to give me the copies to be sent to the role models so that I can be sure all are mailed to the appropriate person. If you agree to serve as a role model for the above named student and have any further questions or ideas you wish to discuss with me, please do not hesitate to call me at 471-4067.

Thank you very much for considering this project given your busy schedule. Hopefully we will be able to get together sometime in the near future.

Sincerely,

Martha Williams, Ph.D.
Professor

Martha Williams
University of Texas at Austin
Women in Administration course
Fall 1978

GUIDE TO FIELD ASSIGNMENT

Role Model Report

Report should cover:

1. *Career History*
   - *Educational and academic background*
   - *Previous positions held*
   - *Decisions that led to this position*
   - *How long has she had this position?*
   - *Family factors and socialization*
   - *Family encouragement or discouragement*
2. *Current Job Responsibilities*
   - *Major functions performed in this position (formal and informal requirements)*
   - *Who is she responsible to?*
   - *How many hours a week does she work?*
   - *How many people does she supervise? Who are they?*
3. *Job Competencies*
   - *What are the major strengths she brought to this job?*
   - *Would she have prepared differently if she had been aware of the demands of this position?*
   - *What forces facilitate or obstruct her in doing the job?*
   - *Does she perceive any role conflicts inherent in the position?*
   - *Can she identify competencies she would like to develop but doesn't have at this time?*
4. *Conclusions from Log of Each Visit* *(you may attach log notes as appendix to report)*
   - *Affect of model*
   - *Contact with whom topic discussed*
   - *Themes you observe*
   - *Your reactions to interaction*
   - *What you learned on this visit*
   - *Pitfalls for you as observer*

5. *Conclusions Regarding Personal Style - From Interactions you Observe or Participate in with Role Model, such as:*

   - *Body language*
   - *Tone of voice*
   - *Evidence of social interactions outside office*
   - *Lifestyle*
   - *Coping patterns*
   - *Evidence of support groups*

6. *Environment in Office*

   - *Arrangement of office: does it facilitate interaction?*
   - *Decoration: is it a pleasant place to work?*
   - *How private is it?*
   - *What kind of image does it convey?*

7. *Management Style*

   - *What sort of administrative behavior is typical?*
   - *How do subordinates seem to be affected by her?*
   - *Does she seem to encourage openness?*
   - *How does she correct or discipline others?*
   - *How does she use power?*
   - *Style of communication (oral, written, formal, informal, etc.)*
   - *Style of decision making*

SUGGESTIONS

1. Types of Situations to Observe

   . Staff meetings (or task meetings)

   conducted by model
   participated in by model

   . Interactions

   with male/female colleagues
   with superiors
   with subordinates
   with clerical staff

2. Protocol issues

   . Be punctual and reliable for your sessions with model

   . Dress in manner acceptable to the agency

   . Present yourself as a peer professional

   . Respond to her cues on what she wants to talk about

REQUIREMENTS

1. You should spend at least 10 hours on this field assignment, hopefully between 12 and 16 hours. You can scatter this time out over the semester or schedule the sessions in a more concentrated time period.

2. The oral report should be about 15 minutes. These will be presented in class on _____.

3. The written paper should be 10 pages or so, double spaced and typed. Try to integrate course readings, lecture notes, or other academic material into the report. Method of organizing the report is up to you, but try to organize it in an interesting way. Do not use the real name of the role model in the report. Use some fictitious name. The written report is due on _____. Turn in two copies of the report. I will send one to your role model by mail with a note. Attach a card with name of role model and mailing address to one copy of report. Obviously you must write the report in such a way that you will not mind her reading it. If you want written feedback on the report, turn in a third copy with your return mailing address on it.

To: Martha Williams
Dean
School of Social Work
University of Texas at Austin

From:_____

Re: Women in Administration
SW 395K Graduate course

Yes, I will be available for a student "role model" interview this semester. This interview will address personal and professional issues related to women in leadership roles. It is my understanding that a student will call me for an appointment, and that the interview will last approximately one hour. The student will write a five page report on the interview, and I will receive a copy for review and modification prior to its submission for a course grade.

Address: _____

_____

Telephone: _____

Job title: _____

Occupational field or degree: _____

_____

Return to:

Martha Williams
Dean
School of Social Work
SWB 2.112
The University of Texas
Austin, Tx. 78712

OUTLINE FOR ROLE MODEL PAPER

I. Personal History

- see our exercise on this as a guide

II. Career History

- education and training
- job experience

III. Relationship or conflicts experienced in personal and professional roles.

IV. Present Job

- tasks
- how it fits into organizational structure
- how she got this job
- where she thinks she will go from here

V. Mentors in her Life

VI. What are her competencies as an administrator?

- strengths
- areas she has difficulty with

VII. Final Comments

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Knowles, L., and Pruit, K. Institutional Racism in America. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

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Schweitzer, A. Theory and political charisma. Comparative Studies in Society and History, 1974, 16(2), 150-181.

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APPENDIX A

OUTLINE OF COURSE CONTENT

OUTLINE OF COURSE CONTENT

Women in Administration

I. *Women in the Work Force*

- *Career Options*
  - *General*
  - *Women in Education Administration*
  - *Women in Academia*
  - *Women in Policing*
  - *Women in Social Work*
  - *Women in Health Services*
  - *Women in Banking*
- *Wage and Salary*
- *Benefits*
- *Labor Market and Employment Statistics*
  - *General*
  - *U.S. Department of Labor Publications*
  - *International Statistics*
- *Women's Impact on Economic System*
- *History of Women in Careers and Professions*
  - *General*
  - *Specific Careers*
- *Specific Career Status*
- *Career Status (general)*

II. *Legal Issues*

- *Equal Employment Opportunity*
- *Affirmative Action*
  - *General*
  - *In Education*
- *Court Cases*
- *Grievance Procedures*
- *Laws*
  - *General*
  - *Discrimination*
- *Legal Decisions*
- *Equal Rights Amendment*
- *Legislative Actions*
- *History and Policy*
- *International Women's Activities*
- *International Women's Year*
- *Women and Crime*

III. Internal Factors

- Mental Health Problems
- Personality
- Fear of Success
- Self Limiting Behavior
- Characteristics of Successful/Unsuccessful Women
- Socialization and Development
  - General
  - School
  - Family
- Attitudes (self and others)
- Cultural Differences (race as a variable)
  - International
  - General
  - Black/White
- Achievement Motivation
- Physical Appearance
- Sex and Sexuality
- Sex and Differences
- Androgyny

IV. Personal - Work Roles

- Role Conflict
- Role Descriptions
  - General
  - Family
  - Work Force
  - Role Model Papers
- Family Pressures
  - Children
  - Husbands
  - General
- Sex and Work
- Mental Health and Work
- Stereotypes
  - General
  - Work
- Sex Roles

V. Women as Leaders

- Women as Managers
- Sex Differences in Male and Female Managers
- Styles of Management
- Managerial Competencies
- Group Leadership Skills or Styles
- General

VI. Organizational Factors

- Structural Barriers
- Discriminatory Patterns of Employment
- Policy Issues
- Informal Social Structure
- Work Socialization
- Work Traditions
- Prejudice Towards Women at Work
- Superior-Peer-Subordinate Relations
- Group Dynamics of the Work Unit
- Wages
- Sex Bias in Testing
- Getting Jobs (hiring, interviewing, etc.)

VII. Organizational Change Strategies

- Training
  - Assertiveness
  - Management Skills
  - General
- Counseling Programs
  - General
  - Employment/Career
- Recruitment Plans
- Maternity Leave and Policies
- Assessment Centers or Methods
- Child Care
- Parttime/Flexible Scheduling
- Educational Opportunities
- Career Development
- Leave Time for Professional Development

VIII. Women's Studies

IX. Women's Movement

X. History (General)